



THE EFFECTIVENESS OF THE DISCOVERY LEARNING MODEL IN IMPROVING STUDENT LEARNING OUTCOMES IN EXTENSIVE READING COURSES

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ABSTRAK

Pendidikan merupakan suatu kegiatan bersifat umum yang menjadi kebutuhan dasar manusia. Bahkan pendidikan merupakan dasar keberhasilan suatu negara karena ditujukan dan dapat dirasakan oleh semua orang. Perkembangan ilmu pengetahuan dan teknologi yang begitu pesat sekarang ini, menuntut pendidikan untuk turut serta dalam penggunaan teknologi sebagai bentuk inovasi dalam pembelajaran. Berpikir aktif dan kreatif selalu dimulai dengan berpikir kritis, yakni menemukan dan melahirkan sesuatu yang sebelumnya tidak ada atau memperbaiki sesuatu. Upaya yang dilakukan guru untuk mengatasi rendahnya hasil belajar peserta didik tersebut adalah dengan cara pemilihan model pembelajaran yang tepat sesuai dengan materi yang akan diajarkan. Salah satu model pembelajaran yang dapat mengatasi permasalahan di atas adalah model pembelajaran *discovery learning*. Dalam pembelajaran *discovery learning*, kegiatan atau pembelajaran dirancang sedemikian rupa sehingga siswa dapat menemukan konsep-konsep dan prinsip-prinsip melalui proses mentalnya sendiri. Metode penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK). Prosedur penelitian mencakup langkah-langkah yaitu perencanaan (*planning*), implementasi Tindakan (*implementation of the action*), pengamatan (*observation*) dan refleksi (*reflection*). Instrumen pengumpulan data adalah penilaian per siklus. Penilaian per siklus digunakan untuk mengukur variabel yang digunakan dalam penelitian. Berdasarkan hasil penelitian yang diperoleh, maka dapat diambil kesimpulan Terjadi peningkatan persentase kelulusan mahasiswa dengan penerapan metode *discovery learning* ditandai dengan persentase kelulusan 68% di Siklus I menjadi 84% di Siklus II serta Penerapan metode *discovery learning* dapat meningkatkan hasil belajar mahasiswa pada materi *Extensive Reading*.

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ABSTRACT

Education is a general activity that is a basic human need. In fact, education is the basis for the success of a country because it is aimed at and can be felt by everyone. The rapid



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development of science and technology today requires education to participate in the use of technology as a form of innovation in learning. Active and creative thinking always starts with critical thinking, namely finding and giving birth to something that didn't exist before or improving something. Efforts made by teachers to overcome the low learning outcomes of students are by choosing the right learning model according to the material to be taught. One learning model that can overcome the above problems is the discovery learning model. In discovery leaning learning, activities or learning are designed in such a way that students can discover concepts and principles through their own mental processes. This research method uses the Classroom Action Research (PTK) method. The research procedure includes steps, namely planning, implementation of the action, observation and reflection. The data collection instrument is an assessment per cycle. Per cycle assessment is used to measure the variables used in the research. Based on the research results obtained, it can be concluded that there has been an increase in the percentage of students passing by applying the discovery learning method, marked by a passing percentage of 68% in Cycle I to 84% in Cycle II and the application of the discovery learning method can improve student learning outcomes in the material.

INTRODUCTION

Language is a system of communication used by a particular country or community. Language, as an instrument of human collective thought, was the human power that transformed the raw environment into civilization. While all humans possessed the general power to absorb and acquire language, a particular language was the key element in defining and making a particular human group distinct. Language skills can be taught early, where language skills are a means to communicate both verbally and in writing through interaction with the environment. Language is viewed as a vehicle or tool for communicating messages and meaning. Language is used in a group of civilization. To mastering the language, we have to understand and learn about four skills of important that has relation one another. English is a part of language which has important thing for most people (Susanti, 2023).

Technological progress is something that cannot be avoided in this life, because technological progress will run in accordance with scientific progress (Alexander et al, 2024). The development of globalisation accompanied by the rapid advancement of science and technology will affect the mindset and action patterns of people in various parts of the city and village (Sirait et al, 2023). The human population is also increasing every year along with technological developments (Sirait et al, 2023). Of course, technological development is something that cannot be avoided (Alexander et al, 2023).

Therefore, it is very important to improve the quality of education. The realization of quality education through character education plays a role in shaping the improvement of educational actions in a better direction (Pardede et al, 2024). Education is an activity to optimize the development of students' potential, skills and personal characteristics (Silaban et al, 2020). The rapid development of science and technology today requires education to participate in the use of technology as a form of innovation in learning (Silaban, et al. 2021). Active and creative thinking always starts with critical thinking, namely finding and giving birth to something that didn't exist before or improving something. Efforts made by teachers to overcome the low learning outcomes of students are by choosing the right learning model according to the material to be taught (Silaban et al, 2021). Critical thinking is the



ability to think at a complex level and use analysis and evaluation processes. Critical thinking skills include skills in inductive thinking, such as recognizing correlations, analyzing open-ended problems (with various resolution methods), determining cause and effect and making conclusions based on valid and relevant data collection. In modern times and sophisticated technology that makes all information easier, critical thinking is very important for everyone. Critical thinking allows readers to assess evidence for what they read and can identify invalid reasoning or information. In other words, critical thinking in the learning context is related to students' ability to carry out logical reasoning regarding a phenomenon/symptom that occurs in the surrounding environment. Students are given the opportunity to develop their personalities in assessing and evaluating an event or phenomenon related to learning (Iman et al, 2024).

English learning is a means of communication in society. Therefore, English learning is included in the curriculum. This means that every student is expected to be able to master the English they learn. In Indonesia, English is a mandatory learning material at every level of education, from junior high school to college. English learning aims to improve students' ability to communicate, both orally and in writing. Communication in question is a process of conveying the speaker's intentions to other people using certain channels (Nurjanah et al, 2022).

One learning model that is in accordance with the 2013 Curriculum is the Discovery Learning model. Discovery Learning is used as a way of active student learning through the process of finding, searching and solving problems on their own, so that the results obtained will last a long time in the memory, and are not easily forgotten by students. Discovery Learning is learning that is not given in its entirety, but students organize, develop knowledge and skills for problem solving, so that it can increase the individual's ability to discover for themselves and learning becomes student-focused (Palupi et al, 2024).

Based on these problems, the appropriate strategies or techniques, methods and approaches are several things whose implications together can increase the effectiveness of learning to increase understanding of theoretical concepts, motivation, activeness and learning achievement. This is believed to be because through the discovery approach it can make students' learning full of meaning, learning is not only applied in concepts but students experience research, learn to find a discovery through practice which ultimately gets an answer. Ultimately, their answers can be used to apply their knowledge in everyday life (Syafarudin, 2022).

METHOD

This research uses the Classroom Action Research (PTK) method where the research procedure includes planning, implementation of the action, observation and reflection (Nurjanah, 2022). The subjects in this research were students of the English Language Education study program at HKBP Nommensen University. The data collection instrument is an assessment per cycle. Assessment per cycle is used to measure the variables used in the research. The basic classroom action research methods are as follows:

- **Planning stage (Planning)**
The planning stage includes determining the research class and determining the number of activity cycles. Apart from that, this stage also includes analyzing and formulating emerging problems. The planning stage also includes creating teaching modules. At this stage the author prepares everything that will be done in the action stage, including designing the media and learning methods that will be carried out in the classroom. Apart from that, the author also prepared instruments to prepare for the next stage, namely the action stage.
- **Action stage**
The action stage is the stage where lessons are carried out in accordance with the learning plan that has been prepared in the planning. This stage is the time where the author applies media, methods and learning models in accordance with the teaching modules that have been



previously designed. The author also makes observations to find out whether the actions taken can overcome the problems that arise (Azis et al, 2024).

- Observation Stage
Observations are made while the action is taking place. Observations are carried out using student activity observation sheets which contain aspects of observing student activities during the learning process.
- Reflection Stage
Reflection is a re-evaluation of what has happened. Weaknesses and shortcomings in implementing the actions will be revised and implemented again in the next cycle (Rozy et al, 2024).

RESULTS AND DISCUSSION

This research activity lasted for 2 cycles. The first cycle lasted for 3 meetings, while the second cycle lasted for 2 meetings and ended with a basic competency mastery test to measure student learning outcomes. The action was carried out at the HKBP Nommensen University Language Laboratory. Researchers also made observations of student activity, then analyzed the scores of each student and then presented them. In cycle 1, it can be seen how active the students are during the learning process using the discovery learning model. The research results obtained can be seen in the following table below.

Number	Data	Cycle I Analysis Results
1	Average formative test score	76,1
2	Number of students who finished studying (graduated)	40
3	Percentage of learning completeness	68 %

Table 1. Student Formative Test Results in Cycle I

From the table above, it can be seen that applying the learning strategy using the Discovery Learning Method, the average student learning achievement score was 76.1 and learning completeness reached 68% or there were 40 students out of a total of 60 students who were declared complete (graduated). This is because students still do not understand well the discovery learning method that is applied so that the percentage has not reached the expected figure, namely at least 68%.

Number	Data	Cycle II Analysis Results
1	Average formative test score	83,9
2	Number of students who finished studying (graduated)	45
3	Percentage of learning completeness	84 %

Table 2. Student Formative Test Results in Cycle II

From the table above, it can be seen that applying the learning strategy using the Discovery Learning Method, the average student learning achievement score was 83.9 and learning completeness reached 84% or there were 45 students out of a total of 60 students who were declared complete (graduated). The percentage of complete learning (passing) has reached the minimum target of the research, namely at least 80%. This increase in percentage was caused by the application of the discovery



learning method by students which was starting to be understood so that in this second cycle, the number of student graduates had reached the target determined by researchers.

During the learning process, students are more enthusiastic and motivated to learn compared to the pre-action stage. The learning atmosphere becomes more lively because students are more active in working in groups and asking questions, both to fellow students and the teacher. Using this Discovery learning method, students enjoy and are actively involved in learning with peers compared to teacher-centered learning. Positive interactions between teachers and students will support students' social, emotional and cognitive needs. Through good interaction between teachers and students, interest in learning and learning opportunities can be increased. This is because the learning opportunities provided by teachers are greater. Teachers provide support for students to actively participate in learning. This learning in its simplest form is defined as a process of providing stimulus that challenges students to understand, explore, collaborate to achieve learning targets (Sinaga et al, 2021). A number of studies confirm that students who are not involved in learning is one of the factors in students' low cognitive abilities. Increasing active student behavior can have a direct impact on increasing student achievement, the more students actively participate in learning activities, the more students will understand the learning content (Sinaga et al, 2021).

Students in the control group were unable to determine if categorization comprised single chemicals or mixes, and several reports were submitted that did not meet the required competences. Based on scientific attitude indicators, guided discovery learning aims to foster high levels of curiosity, critical thinking, objective perseverance, open thinking, and cooperation in students. In this case, cooperation entails mutual assistance amongst group members, which show that guided discovery learning can enhance attitudes toward science (Iman et al, 2024).

CONCLUSION

Based on the research results obtained, the following conclusions can be drawn:

1. There was an increase in the percentage of students passing by applying the discovery learning method, marked by a passing percentage of 68% in Cycle I to 84% in Cycle II
2. The application of the discovery learning method can improve student learning outcomes in extensive reading courses

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